

## Juvenile Justice Training Academy Lesson Plan

Program: <b>Juvenile Probation   Supervision Officer Course</b>		Citation Source: <b>TAC Chapter 344</b>
Required by: <input type="checkbox"/> Texas Statute <input checked="" type="checkbox"/> Texas Administrative Code <input type="checkbox"/> Professional Development		
Course Title: <b>Cultural Competency MODULE 1   Cultural Equity</b>		
Developed By: <b>Regional Training Officer Group</b>		Date: <b>December 1, 2011</b>
Revised By: <b>Delisha McLain, Curriculum Developer</b>		Date: <b>September 1, 2017</b>
<b>PARAMETERS</b>		
Training Duration: <b>3.00 hours</b>	Minimum/Maximum Number of Participants Recommended: <b>5 - 50</b>	
Instructional Setting: <b>Classroom</b>	Target Audience: <b>Juvenile Probation   Supervision Officers completing mandatory training in compliance with Texas Administrative Code Chapter 344.</b>	
<b>COURSE DESCRIPTION</b>		
This course will define culture, explore the origins of cultural identity, as well as analyze the benefits and challenges of culture. Strategies on how to foster a professional culture centered on cultural equity will be discussed.		
<b>APPROVALS</b>		

### Technical Authority

Jill Mata, General Counsel  
Office of General Counsel

Date

### Training Authority

Chris Ellison, Manager  
Juvenile Justice Training Academy

Date

### Training Authority

Kristy Almager, Director  
Juvenile Justice Training Academy

Date

## PERFORMANCE OBJECTIVES

At the conclusion of this course, participants will be able to:

1. Describe how cultural identity is shaped.
2. Explain the impacts of culture.
3. Apply strategies for fostering cultural equity in a professional setting.

## INSTRUCTOR MATERIALS

1. TJJD Approved Lesson Plan, September 1, 2017
2. Copy of Participant Guide, September 1, 2017
3. Power Point Show, September 1, 2017

## PARTICIPANT MATERIALS

1. Participant Guide, September 1, 2017

## REFERENCES

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## ACKNOWLEDGEMENTS

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9. Werner, Susan, Assistant General Counsel. Texas Juvenile Justice Department: Office of General Counsel (OGC). Subject Matter Expert.

## EQUIPMENT AND SUPPLIES

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Projector         | <input checked="" type="checkbox"/> Screen                     |
| <input checked="" type="checkbox"/> Laptop computer   | <input type="checkbox"/> Post-it® Notes                        |
| <input checked="" type="checkbox"/> External speakers | <input checked="" type="checkbox"/> Laser Remote               |
| <input checked="" type="checkbox"/> Chart Pad(s):     | <input checked="" type="checkbox"/> Batteries for Laser Remote |
| <input checked="" type="checkbox"/> Easel Stand (s)   | <input checked="" type="checkbox"/> Marker (s)                 |

## SCHEDULE

Introduction .....	15:00
Defining Culture.....	25:00
Analyzing the Impact .....	50:00
Cultivating Equity .....	60:00
Final Thoughts .....	10:00

## LEGEND



### For Your Eyes Only

This is information for the Trainer only – it is facilitator guidance (i.e. Activity Instructions)



### Speaker Notes

This will indicate information to be shared with participants



### Action

This will direct facilitator when to do something (i.e. click to activate bullets, start media if necessary, chart participant responses)



### Activity

This will indicate activity (small or large; individual or collaborative) before continuing on with presentation

Note: Unless otherwise indicated in the lesson plan and based on class size, the trainer has the discretion to use a designated group activity as an individual activity. The trainer shall process the activity, whether as designated or individually in an effort to maximize the learning environment for the participants.

## IMPORTANT TRAINER INFORMATION

1. Prepare a **Parking Lot**. If a particular training course lends itself to potentially lengthy discussions compromising training time, trainers are encouraged to prepare and use a Parking Lot in an effort to manage questions and time constraints efficiently. The Parking Lot is a piece of blank chart paper, titled, **Parking Lot**. The paper is placed on a wall at the beginning of the training session, located in an area easily accessible to everyone. Place several pads of post-it® notes on participant tables for their use during the training session and provide instructions on how a Parking Lot is used during training.

The Parking Lot's purpose is to track questions asked and allows trainer to either research an appropriate answer or respond to the question at the applicable time during the lesson plan. Prior to ending the training session, the trainer will review questions posted on the Parking Lot to determine if all have been answered or if additional research is needed. Trainer will either ask participants to confirm all posted questions have been answered satisfactorily or will acknowledge to participants the need to seek additional clarification from an approved resource. A follow-up email should be provided to participants in the training session.

2. Cover all activities unless marked Optional.
3. Time noted for an activity represents the entire activity process: introducing the activity, performing the activity steps, and debriefing the activity. When assigning activities, it is recommended the trainer tell participants they have a "few" minutes to complete an activity instead of giving a set number of minutes (example: 10 minutes). This allows the trainer to shorten or lengthen the time as needed.
4. During question and answer sessions or activities:
  - a. Questions followed by the (*Elicit responses.*) statement – should be limited to 1 or 2 participants. These questions are typically asked to gain audience acknowledgement or participation and not lengthy group discussion.
  - b. Questions followed by an italicized (suggested) response – are to be covered by either the trainer or participants. If participant responses do not cover the complete italicized response, the trainer is responsible for providing the remaining information. The responses provided are suggested best answers as approved by the Training Authority. If participants suggest other responses, encourage them to explain their choices.
5. A participant guide has been provided so participants can reference key points during training.

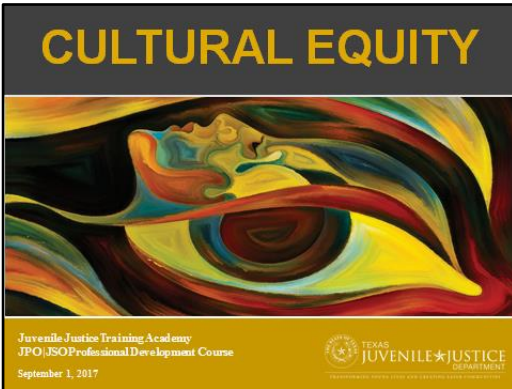
### Specific | Word Map

1. To create a word map, first choose your topic. Write topic in the center of a whiteboard or chart paper. A whiteboard is suggested as it gives you more space to work with. Use the question in the lesson plan to prompt participants to say the first things they think of and write down what the participants say about the topic. Draw a line between the answers and the topic to connect the ideas together. Once word map complete, continue with the lesson plan.

**Disclaimer:**

The following curriculum is based on new January 1, 2018 rules included in Chapter 37 of the Texas Administrative Code; developed by the Texas Juvenile Justice Department in collaboration with the Regional Training Officer Group of the Sam Houston State University Correctional Management Institute of Texas. Approved curriculum is signed by both a Technical and Training Authority. The Certification exam is based on approved TJJD standardized curricula. TJJD is mindful some examples referenced in the lesson plan may not be applicable in particular counties. Deviations regarding the material are discouraged; however, enhancements that explain local policy and procedure without breaching the fidelity of the information are supported. If a participant requires additional information beyond the scope of this curriculum, refer the participant to his (or her) immediate supervisor.





## Slide 1: Introduction

Instructor's Corner:

PG: 5

▶ The slide appears with a picture. Click for video to play and again for title picture to reappear, when prompted in LP.

### Trainer Notes:



## INTRODUCTION

*(Welcome participants to the course. Discuss agenda. Inform participants of breaks, lunch time, and other pertinent information. If using "Parking Lot", prior to class, prepare a chart to use later as noted in the lesson plan. Place post-it® notes on the tables or next to the Parking Lot chart for participant use.)*

*(The Texas Juvenile Justice Department is mindful some examples referenced in the lesson plan may not be applicable in particular counties. Deviations regarding the material are discouraged; however, enhancements which explain local policy and procedure without breaching the fidelity of the information are supported.)*

Today's course on *Cultural Equity* may create some challenging dialogue. As participants, be respectful of others and consider this a safe place to get clarification on concepts or ideas you may not know or understand. Questions and personal opinions must be met with patience and respect. Remember, there are no stupid questions and chances are if you have a question, someone else has the same one. It is always better to seek clarification on something, rather than assuming the answer.

*(For clarification, the words black or African American and white or Caucasian will be used interchangeably throughout the course today.)*



*(For the following question, create a word map on a whiteboard or chart paper to provide participants a visual aid. See the Important Trainer Information at the beginning of this lesson plan for specific instructions on how to create a word map.)*

*(On the chart paper or whiteboard, write the word “culture” large enough so all participants can see.)*

**Q: When you think of the word “culture,” what immediately comes to mind?**

*A: (Examples: languages, traditions, mannerisms, perspectives, clothes, food.)*



Culture represents something different to you, your family members, your coworkers, and everyone around you.

Let’s take a moment to watch a video.

*(Click to play video titled What is Diversity? Length of video is 1 minute 49 seconds. Upon completion, click again to return to title slide.)*

**Q: What are some of your thoughts about the video?** *(Elicit responses.)*

How we individually view culture is molded and shaped by our life experiences and no two life experiences are the same. Shared backgrounds may draw groups of people together but different ones often push people apart. Today, we’ll have the opportunity to

define culture, discuss its impact on communities, and determine ways to cultivate equitable, or fair, treatment in our professional role regardless of cultural differences.

During today's course, you will frequently hear the word equitable; not to be confused with equal. To be equal, everyone receives the same things such as the same education, same discipline, or same treatment. To be equitable, everyone receives what they need to be successful. We'll discuss the difference between equal and equitable more in-depth later. For now, remember being equitable, or fair, does not mean receiving the same things as everyone else but to receive what is needed to be successful.

**Q: What questions do you have about the topic today?** *(Answer questions, if any.)*

Let's review the course objectives for the course today.

## Performance Objectives

- Describe how cultural identity is formed.
- Explain the impacts of culture.
- Apply strategies for fostering cultural equity in a professional setting.

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## Slide 2: Performance Objectives

Instructor's Corner:

PG: 5

Trainer Notes:



## Performance Objectives

*(Click for the objectives to appear as they are mentioned.)*

At the end of the course today, you should be able to:

1. Describe how cultural identity is formed.
2. Explain the impacts of culture.
3. Apply strategies for fostering cultural equity in a professional setting.

**Q: What questions do you have before we begin?** *(Answer questions, if any.)*

## Defining Culture

### Traditions

- learned and shared
- conscious or unconscious
- beliefs and knowledge
- standards and values
- attitudes and behaviors




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### Slide 3: Defining Culture

Instructor's Corner:

PG: 5

 This slide appears with a picture. Click for each of six definers, an umbrella and two words, and an additional fifteen identifiers to appear, when prompted in the LP.

Trainer Notes:



## DEFINING CULTURE

*(Click for five definers to appear as they are mentioned.)*

**Q: What is culture?** *(Elicit responses.)*

Culture is the social heritage, or traditions, of a group. It includes all learned and shared, conscious or unconscious, beliefs, knowledge, standards, values, attitudes, and behaviors.

*(Click for the umbrella and words "ethnicity" and "race" to appear under the umbrella as they are mentioned.)*

Culture shapes the way we view the world around us. It helps guide our interactions with others by filtering and organizing information in our environment. Culture influences our thoughts, opinions, and feelings on issues such as politics, health, communication, and how to handle conflict. When we speak of culture we typically think of ethnicity, or a shared identity related to racial characteristics, social values, language, and geographical space; and race, or physical genetics and characteristics. However,

ethnicity and race are not the only identifiers that fall under the umbrella of culture.

*(Click for each of 15 identifiers to appear as they are mentioned.)*

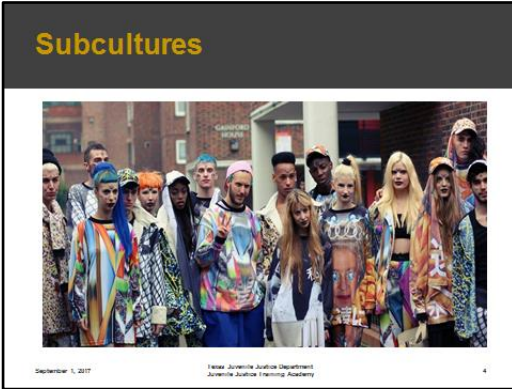
**Q: Other than ethnicity and race, what are some other identifiers that may fall under the umbrella of culture?** *(Elicit responses.)*

Additional identifiers may include:

- Socio-economic status
- Faith
- Customs
- Education
- Religion
- Age
- Nationality
- Rituals
- Generations
- Clothing
- Art, drama, music
- Language
- Food
- Gender
- Sexual Orientation

These identifiers allow us to quickly categorize our environment into groups and differentiate between various cultures in the world according to our own cultural beliefs. For example, you may process a juvenile not looking you directly in the eye or standing very close to you as a sign of disrespect or rudeness; however, in another culture the reverse may be true.

There are many types of cultures including ethnic, religious, geographic, sports, corporate, and academic culture. Most people belong to one or more larger culture and many smaller subgroups of the larger culture, known as subcultures.



#### Slide 4: Subcultures

Instructor's Corner:

PG: 5

Trainer Notes:



### Subcultures

**Q: What is a subculture?** (*Elicit responses.*)

A subculture is a smaller group within a larger culture with ideas, beliefs or interests which vary from the larger culture, usually in level of intensity. Subcultures conform with the large group in some ways but differ in others. These groups may be made up of individuals that:

- agree with some of the larger culture's beliefs, standards, or attitudes but hold an opposing view on others.
- feel more strongly than the large group about a particular belief or standard of practice already implemented but not strongly enforced.
- share a common belief or standard different than the mainstream group.

**Q: If being an American is the large culture, what might be an American subculture?**

*A: (Examples: Catholic culture, street culture, Irish culture, biker culture, gang culture, homeless culture, social media culture, teenage culture, celebrity culture.)*

**Q: What might be some other subcultures?** (*Elicit responses.*)

Soccer-mom culture, band culture, baby boomer culture, Muslim culture, wealthy culture, CrossFit culture are just a few of the numerous subcultures that exist.

Let's take a minute to do a quick activity.





## Slide 5: Activity: Connections

Instructor's Corner:

PG: 6

Trainer Notes:



### For Your Eyes Only - Activity: Connections

1. Individually, have participants write down all the subcultures they belong to in the space provided in the participant guide.
2. In pairs with someone they don't know, have participants discuss their lists, find any shared subcultures, and circle them.
3. Upon completion, determine who has the most connections and ask them to share a few of their results.
4. Discussion during this activity is not meant to be long and drawn out.

Activity Point: This activity is designed to help participants recognize commonalities they may have with others regardless of their own cultural identity.



### Activity: Connections

**Time: 10 Minutes**

Turn in your participant guide to the activity titled *Connections*. Individually, take a moment to list all the subcultures you belong to. Then, partner with someone you don't know, share your lists, and circle any commonalities. When finished, we will discuss the activity as a large group.

*(Allow participants approximately 10 minutes to complete the activity.)*

## **Debrief**

*(Determine which group had the most commonalities and ask them to share if they are comfortable.)*

Even though we may have many differences with those from other cultures, there is a possibility we have more in common than we think.

**Q: What questions do you have about this activity?** *(Answer questions, if any.)*



Think for a minute about the list of subcultures you just created and what some of the specific traits or characteristics of your different cultural groups may be.

*(Allow participants a brief moment to consider the request.)*

**Q: In all the cultures you belong to, by a show of hands, how many of you thought of belonging to a professional culture?** *(Elicit responses.)*

Within every professional community, there are also cultures and subcultures. In the probation community, we have subcultures including facility culture, Juvenile Supervision Officer (JSO) culture, Juvenile Probation Officer (JPO) culture, and juvenile

culture; however professional culture is at the heart of our jobs.

**Q: What are some common professional traits you have as a group that supervise juveniles on probation?** *(Elicit responses.)*

*A: (Examples: communication skills, decision making ability, and organizational skills.)*

Now that we've defined what culture is on both a large and small scale, let's narrow the discussion further by examining the origins of your personal cultural identity.



## Slide 6: Cultural Identity

Instructor's Corner:

PG: 6

👁️ This slide appears with a picture. Click for each stage to appear as they are mentioned in the LP.

### Trainer Notes:



## Cultural Identity

Culture is learned and then shared. Our own personal cultural identity encompasses traditions, knowledge, values, and behaviors typically passed on to us through our environment, family, friends, and the media. For most of us, identifying with our particular culture is a natural, unconscious process and rarely do we think about why we connect with particular groups.

**Q: How does our personal cultural identity develop?** (*Elicit responses.*)

Culture is communicated from one generation to the next by experience and participation, so your cultural identity is developed over time and in stages. These stages include:

(*Click for each of three stages to appear as they are mentioned.*)

### Stage One | Unexamined Ethnic Identity

- Ethnic identity is not personal.

- Family and media determine your beliefs.

### **Stage Two | Ethnic Identity Search**

- Actively searching for what ethnicity means to you.
- Questioning of your beliefs, often triggered by family events.
- Exploring culture as a whole.

### **Stage Three | Ethnic Identity Achievement**

- Culture is confidently accepted and internalized.
- Worldview is determined.
- Dictates how stereotypes and biases are processed.
- A secure sense of self is fostered.

By early adulthood, most people have gone through these three stages and developed a solid idea of who they are and what they believe.

### **Q: What questions do you have about culture, subcultures, or your cultural identity?**

*(Answer questions, if any.)*

Culture shapes who we are individually and as a society. Let's talk about the specific impact culture has on our lives.



## Slide 7: Analyzing the Impact

Instructor's Corner:

PG: 7

Trainer Notes:



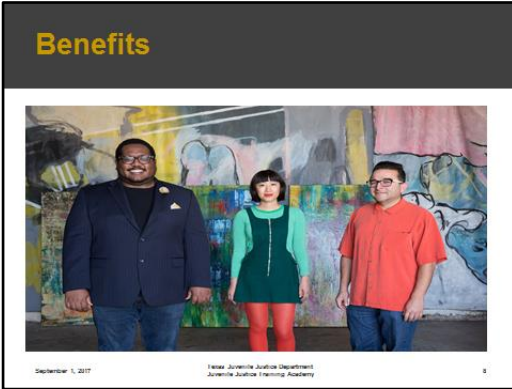
### ANALYZING THE IMPACT

Various cultures impact our lives on a daily basis. Whether it is our personal culture or someone else's, we can feel the effects of culture all around us.

Culture influences many areas of our lives including our:

- Perceptions
- Behaviors
- Communication
- Personalities
- Health care
- Business practices

Culture builds relationships, but it can also tear people apart causing a breakdown in societal progression. In our communities and the workplace, having a variety of cultures represented can be both beneficial and challenging.



## Slide 8: Benefits

Instructor's Corner:

PG: 7

Trainer Notes:



### Benefits

**Q: What might be some benefits of cultures?** (*Elicit responses.*)

Culture shapes our personal identity, supplies the framework for our thoughts and interactions with others, creates various points of view, and generates opportunities for learning, understanding, and growth.

*(Inform participants not all of the following benefits are listed in the participant guide.)*

Some benefits culture creates for groups or individuals, include:

- A group or personal identity
- Character-building
- A sense of belonging
- A sense of security
- Boundaries for how we treat ourselves and others
- Values and morals
- Constant individual or group progression

- A connection between generations
- Knowledge for survival
- Adaptions to natural and social environments
- Shaped personalities and behaviors
- A perception and interpretation of events and our environment
- Unity with others in our community

**Q: What are some ways culture may unify a community?**

*A: (Examples: patriotism among citizens of a particular country, shared religious beliefs among different churches, minorities standing up for a cause.)*

The benefits of culture may be received or felt at home, with friends, in the workplace, or with juveniles you supervise. We'll discuss several additional personal benefits later, for now, remember cultures are beneficial because they allow us to expand our personal views of the world.

**Q: What questions do you have about culture and its benefits?** *(Elicit responses.)*

Even with all of the benefits, culture also presents us with some unique cultural challenges.





## Slide 9: Challenges

Instructor's Corner:

PG: 7

👁️ This slide appears with a picture. Click for each of five challenges to appear when prompted in the LP.

### Trainer Notes:



## Challenges

*(Click for each of five challenges to appear as they are mentioned.)*

While we understand and closely identify with our own cultures and subcultures, challenges may arise with cultures we don't belong to. To fill in the gaps of missing information, we often rely on the thoughts, ideas, and opinions of our family, friends, community, and the media. Their views, though well-intentioned, may be distorted and lead to misunderstandings, conflicts, or intense hostility. These cultural challenges include:

- Stereotypes
- Biases
- Assumptions
- Prejudice
- Discrimination

Let's begin exploring each of these challenges by doing an activity.



## Slide 10: Activity: Do You Know the Difference?

Instructor's Corner:

PG: 7

Trainer Notes:



### For Your Eyes Only - Activity: Do You Know the Difference?

1. Individually, participants will write the definition of the term in the space provided.
2. Once everyone is finished, ask different participants to share their answers.
3. After participants share their answer, ask the group to come to a consensus as to whether they agree or disagree with the answer and why.
4. Explain to participants the actual definitions will be presented during today's course.

Activity Point: This activity is designed to help participants identify their interpretation of words commonly used when discussing the challenges of culture and compare them to the explanations provided during the course.



### Activity: Do You Know the Difference?

**Time: 10 Minutes**

In your participant guide, turn to the activity titled *Do You Know the Difference?* There you will find a list of common terms often associated with the challenges of culture. Take a moment to write the definitions of the terms listed in the space provided. When

everyone is finished, we will discuss them as a large group.

## Debrief

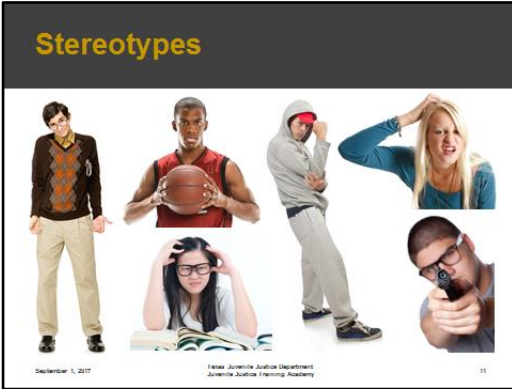
### Terms

1. Stereotype
2. Bias
3. Assumption
4. Prejudice
5. Discrimination

*(Ask for volunteers to read their answer for each term. As each participant reads their answer, have participants arrive at a consensus as to whether they agree or disagree with the answer and why.)*

We will be discussing each of these terms at length today. As we do so, refer back to your definitions to see how closely your interpretation matches up with the one provided in the course.


Let's begin with stereotypes.



## Slide 11: Stereotypes

Instructor's Corner:

PG: 8

 This slide appears with several pictures. Click to play the video when prompted in the LP.

### Trainer Notes:



## Stereotypes

The information, true or not, we use to fill in the gaps about a particular group or culture may turn into strong beliefs, or stereotypes. These often lead us to believe everyone or everything in a particular group are identical. For example, some may believe all Hispanics are Catholic or all African Americans play basketball. Typically, these oversimplified ideas form early and are influenced by family, friends, and the media.



Let's watch a short video clip from the show, "The Office."

*(Click to play video titled The Office. Length of video is 30 seconds.)*

**Q: What are your thoughts on this video?** *(Elicit responses.)*

This video highlights a common stereotype women regularly contend with, particularly from men.

**Q: What are some stereotypes men deal with?** *(Elicit responses.)*

Refusing to ask for directions, forgetting important dates, and being insensitive when a situation calls for emotional nurturing are common clichés heard about men.

**Q: What might be some stereotypes American face?** *(Elicit responses.)*

Being rude, lazy, loud, and boisterous are all stereotypes associated with Americans.

**Q: What might be some stereotypes found in the workplace?** *(Elicit responses.)*

Stereotypes in the workplace may include:

- All Hispanics speak Spanish.
- All overweight people are lazy.

With each of these examples, the beliefs may be true sometimes, but often are not.


Unfortunately, people often categorize unfamiliar groups together because it's easier than trying to find out if something is actually true. Categorizing people into groups like this without considering individuals often leads to biases.



### Slide 13: Biases

Instructor's Corner:

PG: 8

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### Trainer Notes:



#### Biases

Once we've placed people, groups, or ideas into stereotyped categories, we begin to label them as good or bad.

*(Click for each of four pictures to appear as they are mentioned. Pause after each picture to elicit responses.)*

**Q: Look at each of these pictures. Which do you think is good and which is bad: rap or rock music; hot dog or hamburger; soccer or basketball; cat or dog? *(Elicit responses.)***

Often we have no justification for deciding one group is better or worse than another; yet we consciously and unconsciously make these determinations, or biases, based on the same influences mentioned earlier.



Let's take a moment to watch a brief video about bias.

*(Click to play video titled Defining Unconscious Bias. Length of video is 48 seconds.)*

**Q: What are your thoughts about the video?** *(Elicit responses.)*

Our conscious biases are clear and obvious. We are aware we like pop music over opera and dislike snakes more than birds. However, we also have unconscious biases we are completely unaware of shaping the way we think about others. We'll talk more about unconscious biases later.

**Q: For now, what might be some other biases?** *(Elicit responses.)*

Preferring CNN over FOX, believing the Green Party is worse than Democrats, or viewing brown-eyed people as more beautiful than blue-eyed people are just a few more examples of biases.

**Q: What might be some examples of biases in the workplace?** *(Elicit responses.)*

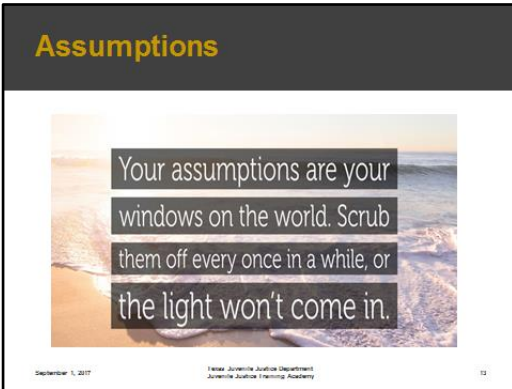
Examples of biases in the workplace may include:

- Deciding girls are difficult to work with because they are all emotional.
- Deciding Hispanics are all bad because they are in gangs.
- Deciding nerdy Caucasian juveniles are bad because they are all in custody for sex offenses.
- Deciding all Asian American youth are easy to supervise because they are respectful.

Biases may occur based on race, gender, age, gender identity, physical ability, religion,

sexual orientation, or weight. Regardless, biases are most often grounded in inaccurate ideas leading to embarrassing mistakes and assumptions.





## Slide 14: Assumptions

Instructor's Corner:

PG: 8

👁️ This slide appears with a quote. Click for each of 3 sets of pictures, 4 in a set, then click again for 3 sets of pictures to appear when prompted in the LP.

### Trainer Notes:



## Assumptions

Based on biases we've formed, we may make assumptions about others.

**Q: What is an assumption?** (*Elicit responses.*)

An assumption is something accepted as truth without proof. It can be imposed on an event, an idea, a person, or group of people. For example, speculating a new doctor we meet will be a man, or thinking someone named "Kelly" is a woman.

Let's discuss some other examples by looking at some pictures.

(*Click for each of 4 pictures to appear.*)

**Q: What are your first impressions of each of these people?** (*Elicit responses.*)

**Q: What words come to mind as you look at them?** (*Elicit responses.*)

**Q: How do you feel about each of them?** *(Elicit responses.)*

*(Click for 4 more pictures to appear.)* Now, take a look at these pictures.

**Q: Now, what are your impressions?** *(Elicit responses.)*

**Q: What words come to mind as you look at them?** *(Elicit responses.)*

**Q: How do you feel about each of them?** *(Elicit responses.)*

*(Click for 4 more pictures to appear.)*

Now, take a look at this last set of pictures.

**Q: Now, what are your impressions?** *(Elicit responses.)*

**Q: What words come to mind as you look at them?** *(Elicit responses.)*

**Q: How do you feel about each of them?** *(Elicit responses.)*

While you may actually only see this (*click for headshots*), some may see this in their minds (*click for pictures of assumption*) when in reality it may actually be this (*click for picture of people as they actually are*). Our stereotypes and biases may lead to assumptions, often based on inaccurate information provided by those influences previously discussed. These people are all successful, yet assumptions may place them in stereotyped groups that fail to consider their individual merit.

Let me read you a story. As you listen, take note of any assumptions you may hear.

### Scenario

A woman and her family recently move to a new neighborhood. One day, while driving to work, the new woman waves hello to a neighbor picking a newspaper up from his driveway. The neighbor looks at her but does not wave back. The woman waves to her neighbor each day for weeks, but the result is always the same. One night, the woman tells her family they may have made a mistake in moving to the neighborhood because the people don't seem very friendly.

*(Stop the scenario here. Address the next question, then begin reading again when prompted in the lesson plan.)*

**Q: What are your thoughts about the neighbor's behavior or the neighborhood?** (*Elicit responses.*)

Let's go back to the scenario. (*Continuing reading the scenario.*)

One day after work, the woman stops by the mailboxes to pick up her mail and another woman walks up. The woman greets the new woman and apologizes for not coming to her and her family's home to welcome them to the neighborhood. The woman explains her husband recently had a stroke and is in therapy to regain the use of muscles on his right side. She tells the new woman her husband really appreciates the wave he receives from her each day; it really makes his day. She also tells the new neighbor they would like to invite them for dinner, when her husband is up for guests. As the new woman walks away, she is remorseful about the incorrect assumptions she made.

**Q: What assumptions did you hear?** (*Elicit responses.*)

Without ever meeting her neighbors, the woman assumed the man in her new neighborhood was unfriendly because he didn't wave back. In reality, he was simply unable to. She also made assumptions about the entire neighborhood based on her interactions with one person. These assumptions led her to the wrong conclusions.

**Q: What might be some examples of assumptions in the workplace?** (*Elicit responses.*)

Some examples of assumptions in the workplace may include:

- Thinking all African American juveniles like sports.
- Thinking a pregnant woman is married to a heterosexual man.

Making assumptions, or accepting truth without proof, may lead to a negative form of bias called prejudice.



## Slide 14: Prejudice

Instructor's Corner:

PG: 8

### Trainer Notes:



### Prejudice

When we determine everyone in a stereotyped group is bad, we are biased against the group. If we go a step further and harbor ill feelings toward, lack respect for, or fail to value opinions of a group based on falsehoods; we are being prejudiced. Prejudice, or preconceived opinions and feelings, may include:

- harsh feelings toward all Asian Americans because of the bombing of Pearl Harbor.
- failing to value the opinion of women despite women's rights.
- lacking respect for gay men or women because they are sexually-oriented differently than the majority of the population.

**Q: What might prejudice look like in the workplace?** (*Elicit responses.*)

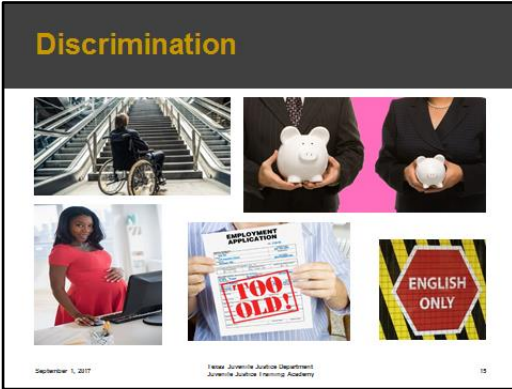
Some examples of prejudice in the workplace may include:

- Hating to work with Hispanic families because they are all uneducated and only speak Spanish.
- Refusing to work with juveniles with mental health issues because they use their

illness as a crutch.

- Avoiding LGBT coworkers because of their presumed sexual attraction to all heterosexuals.

If these prejudices about others escalate, they often lead to repression and hostility, or discrimination.



## Slide 15: Discrimination

Instructor's Corner:

PG: 8

Trainer Notes:



### Discrimination

**Q: What is discrimination?** (*Elicit responses.*)

Discrimination refers to the act of denying rights or opportunities to an individual or group because of specific characteristics. This mistreatment comes in many forms but some of the most common, or familiar, are:

- Ageism | discrimination based on age.
- Racism | discrimination based on physical characteristics.
- Sexism | discrimination based on gender including gender identity, sexual orientation, and pregnancy.

**Q: What are some other forms of discrimination?** (*Elicit responses.*)

Some individuals or groups endure discrimination based on:

- Disability
- Genetic information (for example, family medical history)



- National origin
- Religion

**Q: What are some examples of discrimination?** *(Elicit responses.)*

Some examples of discrimination include:

- A taxi driver passing a disabled person because he (or she) doesn't want to deal with their extra needs.
- A company requiring all senior-level employees age 65 and over to "retire" because of budget constraints despite experience or longevity.
- A supervisor rewarding a man with a raise but not a woman with the same title, job description, time of service, and job performance.

**Q: What might discrimination look like in the workplace?** *(Elicit responses.)*

Discrimination in the workplace may include:

- Refusing to work sex offenders because they cannot be rehabilitated.
- Refusing to recommend a juvenile's release from detention because of a mental health issue that indicates he (or she) cannot be trusted in the community.
- Refusing to call a transgender person by their preferred pronoun.

**Q: What questions do you have about stereotypes, biases, assumptions, prejudices, or discrimination?** *(Answer questions, if any.)*


These five cultural challenges often lead to other hurdles.



## Slide 17: Additional Hurdles

Instructor's Corner:

PG: 9

 This slide appears with a picture. Click for four additional hurdles and quote when prompted in the LP.

### Trainer Notes:



## Additional Hurdles

Some additional hurdles stemming from cultural challenges include:

- Disparities
- Miscommunication
- Misunderstandings
- Media Control

*(Click for each of four hurdles to appear as they are mentioned.)*

## Disparities

When biases are left unchecked, disparities present within a system begin to reveal themselves. Disparities, or inconsistencies, refer to over- or under-representation of a particular group in comparison to the population in general.

For instance, in the state of Texas, 70% of people are classified as white, 37% are Hispanic, and 11% are African American. Yet the latest data indicates black juveniles are more than four times likely to be committed to the juvenile justice system than white juveniles and

American Indian juveniles are three times more likely. In addition, Hispanic juveniles are 61% more likely to be committed to the juvenile justice system than their white counterparts. These types of disparities may be due to both conscious and unconscious biases and are often based on ideas about race. We'll talk more about these disparities in a few minutes but for now, understand discrepancies are data driven and indicate the possibility of unfair treatment occurring at some point within a system.

## **Miscommunication**

In general, communication with others can be difficult whether others share our ideas, opinions, traditions or not. All of our life perspectives are different and we each look at the world through our own lens. Add to that language barriers, accents, nuances, as well as non-verbal communication like gestures, eye contact, or proximity and a perfect storm of miscommunication has been created.

Miscommunication in the workplace could lead employees to be confused about specific team member roles or uncertainty about assignment details. These issues may cause employee conflict, a drop in morale, and turnover.

**Q: What experiences do you have with miscommunication?** (*Elicit responses.*)

Here are some examples of miscommunication.

- A meeting is scheduled to begin at a certain time. One team member, from a culture valuing promptness, arrives on time, and another team member identifying with a more laid back culture arrives much later. The first team member may feel slighted by others' lack of punctuality, while the second team

member may feel annoyed by the rigid schedule of other colleagues.

- A juvenile of one culture refuses to look an adult in the eye. The adult may feel this is disrespectful but the juvenile may have been taught looking an adult in the eye as a child is a sign of great disrespect.

## **Misunderstandings**

Many intense conflicts in culture stem from simple misunderstandings. Remember, our stereotypes and biases, as inaccurate as they may be, fill in the gaps of information we may be missing about an individual or group. If a particular practice or action by another group or individual seems strange to us, biases we have may lead us to determine this group is bad simply because we do not understand them. We often fear what we do not understand so we avoid these individuals or groups instead of conversing with them to resolve our confusion. The misunderstandings remain, creating tension and conflict.

Other habits which could cause misunderstandings include:

- Believing we know what another person is going to say
- Responding without listening
- Incorrectly interpreting information based on our own life experiences

**Q: What questions do you have about misunderstandings?** *(Answer questions, if any.)*

## **Media Control**

Through the use of our computers, iPads, or smart phones; we are bombarded with

information. With the internet and news outlets cycling stories 24 hours a day, we've been conditioned to fear missing the latest news story or trend. We are constantly connected to the cyber world, where we become overwhelmed with images, news, and stories about politics, injustices, or crimes that may or may not be true. Often times we merely scan titles of articles, failing to fact check the information we are receiving. These images and stories on television, the internet, and social media often influence our perceptions and ideas about certain groups, or cultures. Before we know it, we end up forming stereotypes, developing biases, and making assumptions about individuals or groups we truly know nothing about.

Malcolm X, a civil rights activist from the 1950s and 60s, had an interesting take on the media.

*(Click for Malcolm X quote to appear. Have a participant read the quote out loud.)*

"The media's the most powerful entity on earth. They have the power to make the innocent guilty and to make the guilty innocent, and that's power. Because they control the minds of the masses."

**Q: What are your feelings about this quote?** *(Elicit responses.)*

When we lack knowledge about other cultures, we rely on stereotypes for easy understanding, but those may lead to biases, which can develop into prejudiced feelings. Those feelings may become so intense we may begin to discriminate by berating others, leaving them out, ignoring them, or yelling at them. People can end up hurt, bullied, or killed simply because their culture is perceived as different.

**Q: What questions do you have about the hurdles of culture?** *(Answer questions, if any.)*


Now, let's turn the discussion to how culture specifically impacts us in the workplace.



## Slide 17: Impact on the Workplace

Instructor's Corner:

PG: 10

 This slide appears with a picture. Click for additional picture to appear when prompted in the LP.

### Trainer Notes:



## Impact on the Workplace

**Q: How do you think you, juveniles, and their families are impacted by culture?** (*Elicit responses.*)

We are all influenced by culture daily. In the work environment, various cultures among employees increase productivity and effectiveness. It allows coworkers to see things from a new angle or address problems they didn't know existed. Diverse backgrounds can also lead to creativity, new ideas, and thinking outside the box during problem-solving discussions.

Other workplace cultural benefits include:

- Opportunities to learn
- Professional conflict resolution
- Respect for different opinions
- Shared ideas



Cultural challenges can also present themselves in the workplace, including:

- Delays on projects or in resolving issues
- Failure to support coworkers
- Lack of communication
- Lack of understanding
- Safety issues

Workplace challenges may lead to a lack of trust with leadership, a decrease in morale, a lack of motivation, or a failure to work as a team. When cultural challenges arise among colleagues, the safety of juveniles and their families are at risk.

*(Click for the group picture of several juveniles to appear.)*

Although the juvenile justice system has many individuals committed to equitable care of juveniles, the system has a prevalence of disparities, often deeply rooted in race and ethnicity. Reforms implemented over the last few years to reduce juvenile arrests have not been shared equally with juveniles of color. In juvenile probation departments around the state, juveniles of color are often overrepresented in specific areas, such as secure placement rates, security referrals, TJJD commitments, and court referrals. For instance, out of 1000 juveniles, approximately 49 African American juveniles were referred for court action, compared to roughly 20 Hispanic juveniles and 14 white juveniles in 2016.

Disparities are not just prevalent with regard to race and ethnicity though, lesbian, gay, bisexual, and transgender (LGBT) juveniles are also overrepresented in the juvenile justice system. Though they comprise just 7-9% of the nationwide population, LGBT juveniles represent 20% of the juvenile justice system. These disparities often lead to

harmful treatment or unfair outcomes and are often caused by cultural differences. You will learn more about LGBT disparities and strategies to overcome them in the *Gender and Sexuality | A Changing Perspective* course. For now, keep in mind, reducing the challenges of culture in the workplace not only fosters equitable treatment for everyone, but also serves to eliminate disparities and inequality.

**Q: What questions do you have about the impact of culture and the workplace?**

*(Answer questions, if any.)*

Let's move on and talk about varying cultural perspectives and the one most important to adopt as a juvenile justice professional.



## Slide 18: Cultivating Equity

Instructor's Corner:

PG: 10

👁️ This slide appears with a picture. Click for each of four perspectives and again for two pictures, when prompted in the LP.

Trainer Notes:



## CULTIVATING EQUITY

*(Click for each of four perspectives to appear as they are mentioned.)*

Through the years, many groups and individuals have developed varying approaches to overcoming the challenges of culture. Many perspectives have emerged, including:

- Cultural Diversity

Cultural diversity encourages us to recognize differences in one another, acknowledge they exist, and accept each other as we are.

- Cultural Competence

Cultural competence is the ability of an agency or individual to interact and work effectively with people of different cultures.

- Cultural Humility

Cultural humility encourages each person to be the expert of their own culture(s), recognize we are not experts of others' cultures, and realize we do not have all the answers. With cultural humility, we must ask questions, be humble enough to learn, and be diligent in applying the knowledge we receive.

- Cultural Equity

Cultural equity is providing every person with what they need to be successful.

While standards are still met and policies and procedures in a department or agency are followed, equitable decisions about individuals are made on a case-by-case basis.

To overcome cultural challenges; the perspectives of diversity, competence, and humility all play a role in creating an equally respectful and safe environment for everyone. It is cultural equity that allows us to move beyond cultural differences and treat people based on their needs rather than what group they belong to.

*(Click for pictures of equality and equity to appear as they are mentioned.)*

**Q: What is the difference between being equal and being equitable?** *(Elicit responses.)*

The U.S. constitution states we are all created equal. While the founding fathers likely meant each of us has the same worth, the same value, that one individual is as valuable as the next; we, in fact, are not created equal in any other way except our humanity. There are no two people alike. Even identical twins, who look physically similar, have different life experiences, health issues, and opinions. Many have interpreted the constitutional idea of equality as everyone being entitled to the same things, but this only benefits some individuals or groups and not others.

However, treating everyone equitably means ensuring everyone receives what they need to be successful. What one person needs to be successful is not necessarily the same for another.

To overcome cultural challenges like racial and ethnic disparities, it is essential for departments and agencies to support a professional culture centered on cultural equity where all individuals are treated fairly.

**Q: What questions do you have about the various cultural perspectives?** (*Elicit responses.*)

Let's talk about some strategies we can adopt to cultivate equity.



## Slide 19: Strategies

Instructor's Corner:

PG: 11

This slide appears with a picture. Click for two strategies, a video to play, one strategy to appear, a second video to play, and finally for the last strategy to appear when prompted in the LP.

Trainer Notes:



## Strategies

To foster a culture of equity, it's not only important to overcome existing systemic barriers built into an organization, but to also determine how we as individuals can be culturally equitable. Remember, the challenges of culture can ultimately lead to unfair treatment of various groups as evidenced by the racial and ethnic disparities mentioned earlier. Systemic barriers are often deep rooted and require intervention from stakeholders able to make decisions affecting change. Departments should be committed to removing all cultural systemic barriers and by doing so; the unfair treatment of individuals may be eliminated.

Some suggested strategies departments may implement in an effort to reduce disparities:

- Provide all staff with training on cultural equity.
- Gather local data highlighting areas of disparity.
- Establish a local racial and ethnic disparity, or RED team, to analyze data and create strategies to reduce particular disparities.

While departments and agencies focus on removing systemic barriers, we as individuals must be focused on creating a professional culture centered on cultural equity.

**Q: What does a professional culture look like?** *(Elicit responses.)*

A professional culture involves employees:

- adhering to agency policies and procedures
- maintaining a courteous, cooperative, and helpful attitude toward coworkers
- treating juveniles with concern, empathy, respect, and fairness

To build a culture of equity while maintaining professionalism, it is essential to treat juveniles, their families, and coworkers fairly and provide everyone with what they need to be successful. To do this, we can implement several strategies to navigate those cultural challenges precluding us to being fair.

*(Click for each strategy to appear as they are mentioned. Inform participants all the actions are not listed in the participant guide.)*

- Increase personal growth
  - examine how our own personal culture was founded and shaped  
As stereotypes and biases are learned, knowing how our own culture was shaped helps us understand why we behave or believe the way we do.
  - identify how our own culture influences our treatment of others  
Understanding our own culture's behaviors helps us recognize why we treat people the way we do.
  - make connections with others that don't look like us  
Finding opportunities to meet new people and get to know their personal

stories helps us relate with those different from ourselves.

- see how others live

Seeing where others come from first hand provides us with a different perspective and helps us realize we often have no idea the hardships or joys others may be experiencing.

- when in doubt, ask questions

Do not assume anything for usually nothing is as it first seems.

- research beliefs, ideas, or behaviors causing hesitation

Take time to study those things hard to comprehend to gain understanding. Don't take anything seen or read at face value; understand there is always more to the story.

- take a break from media outlets

Disconnect from television or cable, smart phones, iPads, or the internet on occasion as it helps eliminate a strong and powerful source of bias.

- make a conscious effort to change our mindset

It can be difficult to change undesirable thoughts, some of which may have been developing for quite some time. As discussed earlier, we must first recognize our biased thinking and then attempt to change it. One way to learn and change the way we think is to practice. Nothing is more effective at helping us learn than practice. Practice effects change in the brain. For example, if we're not used to talking with someone of another culture, we must talk to them as often as we can to become practiced at it.



- Keep biases in check

- acknowledge biases exist

Some believe when discrimination has been addressed; there is no further need to discuss the issue while others simply believe they are not biased.

However, discrimination occurs every day, in many forms and everyone has biases, both conscious and unconscious.

- avoid any preconceived notions or assumptions

Initial encounters with others must be free of judgement and stereotypes.

- reject any negative images as truth

It is easy to cast judgement because of a negative image or experience, but often what we see isn't the whole picture. One experience does not reflect an entire group and we must decide if we will either allow our experiences to taint our views or educate ourselves about the world around us.

- recognize disparities others face

All disparities must be identified and addressed, particularly those racial and ethnic in nature and those affecting LGBT juveniles in the juvenile justice system.

- confirm decisions are being made based on an individual's needs

Fairness is driven by making decisions based on individual needs and not on identifiers such as age, race, or gender.

- consider all information about a situation

To be objective and equitable; all information in a situation must be

considered. Remember, each juvenile must be seen as an individual and treated with respect and dignity.

- be aware of your biases at all times

Self-awareness forces us to look inward at both our conscious and unconscious biases. Remember, conscious biases are blatant and obvious while unconscious biases are outside of our awareness. Conscious biases are more easily identified and managed but unconscious biases are out of our control, often leading to disparate treatment of individuals.



Let's take a moment to listen to the attorney once again.

*(Click for video titled Unconscious Bias Effects to play. Length of video is 1 minute 31 seconds.)*

**Q: What are your thoughts about the video?** *(Elicit responses.)*

Unconscious biases cause us to be blind to stereotypes, effectively requiring us to rely on faulty assumptions when making decisions. For example, a university group was in the process of hiring a manager for the Science department. Unbeknownst to the interviewers, the resumes of the last two applicants were identical, with the exception of the names; one was masculine and the other feminine. Without meeting either applicant, the interviewers overwhelmingly agreed the person with the masculine name was the best candidate for the position. The group's unconscious bias of males being more qualified in Science caused them to make a flawed, uninformed decision regarding the position. Although they may have had good intentions, the interviewers needed to shift their decision making to ensure they were treating all applicants equitably.

Let's move on to the next strategy you can implement to overcome cultural challenges.

*(Return to individual strategy list on PPT.)*

- Perform constant self-assessments
  - verify decisions are made based on needs and not biases  
We must ask ourselves if our decisions are based on an individual's actual needs.
  - question regularly whether any biases are affecting our decisions  
We must ask ourselves if our decisions are based merely on someone being from the same culture as we are or on individual needs.
  - examine personal feelings or responses to a situation  
We must investigate the root cause of why we have certain feelings or react to situations in a certain way.
  - take the Implicit-Association Test (IAT)  
This test is part of Project Implicit, created by researchers interested in the thoughts and feelings outside of a person's conscious awareness and control.  
Taking this test allows you to see what your unconscious preferences are.



Let's watch a video about what occurred when six people took the IAT assessment about race.

*(Click to play video titled Do You Have a Racial Bias? Length of video is 4 minutes and 30 seconds.)*

**Q What are your thoughts on this video?** (*Elicit responses.*)

We won't be taking the test during the course today but you are encouraged to take it on your own to learn about your personal biases about race. After you initially take the assessment, become more aware of your unconscious biases, and incorporate strategies from the course today, redo the assessment. You may find your preferences have shifted. The Project Implicit website has a number of other implicit bias assessments testing biases in other areas, such as disability, weight, sexuality, and religion; take some time on your own to learn about what other biases you may or may not have.

The IAT is just one kind of self-assessment we can take to check our biases. Let's do another kind of self-assessment now.



**For Your Eyes Only - Activity: Personal Self-Assessment**

1. Individually, have participants read each statement; assess whether the statement is true for them Never, Sometimes, or Always and place a corresponding "X" along the line.
2. Upon completion, ask the large group to share their thoughts about the statements.
3. If comfortable, have a few participants share their answers.
4. Discussion during this activity is not meant to be long and drawn out.

**Activity Point:** This activity is designed to help participants recognize and assess personal biases they may have.



## Activity: Personal Self-Assessment

**Time: 15 Minutes**

Turn in your participant guide to the activity titled *Personal Self-Assessment*. Individually, read each statement, assess whether the statement is true for you Never, Sometimes, or Always; and place a corresponding “X” along the line. When you have completed the assessment, review the responses, identify any areas needing improvement, and set specific goals to address those areas. Remember, being honest with yourself is the only way to acknowledge and examine your current beliefs and if you think necessary, making some necessary changes. While you will be able to identify areas needing improvement, you won’t need to share your answers with the large group.

### Debrief

*(Ask volunteers to share a few of their areas of growth and goals if they are comfortable. If participants are not comfortable sharing responses, trainer can share an answer to begin dialogue.)*

### Statements

1. I avoid stereotyping other people based on their group identity.

| \_\_\_\_\_ | \_\_\_\_\_ |  
Never                                      Sometimes                                      Always

2. I educate myself about other racial, religious, ethnic, and socioeconomic groups through personal study and by attending classes, workshops, or cultural events.

| \_\_\_\_\_ | \_\_\_\_\_ |  
Never Sometimes Always

3. I spend time reflecting on my upbringing to better understand my biases and the internalized stereotypical messages I may have received.

| \_\_\_\_\_ | \_\_\_\_\_ |  
Never Sometimes Always

4. I look at my own attitudes, behaviors, and language to determine how each may be contributing to prejudice in society.

| \_\_\_\_\_ | \_\_\_\_\_ |  
Never Sometimes Always

5. I demonstrate my commitment to promoting cultural equity by candidly discussing racism or other forms of prejudice as well as welcoming feedback if my behavior is considered culturally insensitive or offensive to others.

| \_\_\_\_\_ | \_\_\_\_\_ |  
Never Sometimes Always

6. I am comfortable interacting equally with people of a different race, age, religion, gender, socioeconomic class, or physical ability and can provide them with constructive feedback if necessary.

| \_\_\_\_\_ | \_\_\_\_\_ |  
Never Sometimes Always

7. When other people use biased language or exhibit biased behavior I am comfortable speaking up and asking them to refrain.

| \_\_\_\_\_ | \_\_\_\_\_ |  
Never Sometimes Always

8. When other people use biased language and behavior I feel comfortable asking them to stop.

| \_\_\_\_\_ | \_\_\_\_\_ |  
Never Sometimes Always

9. I engage in activities that promote cultural equity.

| \_\_\_\_\_ | \_\_\_\_\_ |  
Never Sometimes Always

10. I work to increase my awareness of biased content in television programs, advertising, and social media.

| \_\_\_\_\_ | \_\_\_\_\_ |  
Never Sometimes Always

*(Participants should identify areas in need of improvement and personal goals.)*

This assessment identifies biases we may have and highlights areas we may need to improve. It is up to you to determine what personal changes you may need to make. If your responses are closer to the *Never* category, perhaps you can evaluate your relationships with others and decide what you should do to become more culturally equitable. These assessments may be difficult to answer when being honest with yourself, but ultimately provide opportunities for personal growth. This is an on-going process of change; you must be patient with yourself when working through personal biases and attempt to eliminate them one-by-one.

**Q: What questions do you have about the self-assessment?** *(Answer questions, if necessary.)*

Remember, to manage unconscious biases, we must be vigilant in understanding where our preferences lie, adjust our mindset, and make decisions based on objectivity and fairness.



Let's discuss the final strategy to implement when overcoming the challenges of culture.

- Build strong working relationships of trust with coworkers, supervisors, and upper management.
  - allow everyone a clean slate at initial encounters  
Don't judge someone based solely on what you see before you or have heard from others.
  - navigate differences courteously  
Always be respectful when interacting with others.
  - minimize false conclusions and assumptions  
Try not to make assumptions about others, but if you do, assume the best and not the worst.
  - be mindful of others' cultures and subcultures  
We do not know which cultures others belong to, so when interacting with others, choose your words and actions wisely.
  - listen to others respectfully  
Always actively listen when others are talking.



- strive to understand each other during daily interactions  
Everyone talks, behaves, and acts differently from one another. If something is not understood, ask polite and respectful questions.
- discover similarities with others  
Get to know others by asking questions and celebrate the moments when you find something in common.
- educate each other on differences through open and honest discussion  
People fear what they don't know or understand. To eliminate your fears, educate yourself on other cultures to eliminate stereotypes and debunk biases.
- use appropriate language  
Being courteous and respectful means using the correct terms, proper pronouns, and classifications with others *(for example, when referring to Sexual Orientation, Gender Identity and Expression (SOGIE) with others, taking the time to ask which pronouns an individual prefers such as him or her, he or she.)*

These strategies are not the only actions we can take to cultivate a professional culture centered on equity. We must also hold each other responsible for implementing all agency policies and procedures without bias or discrimination.

**Q: What should you do if you observe a colleague treating another person unfairly?**

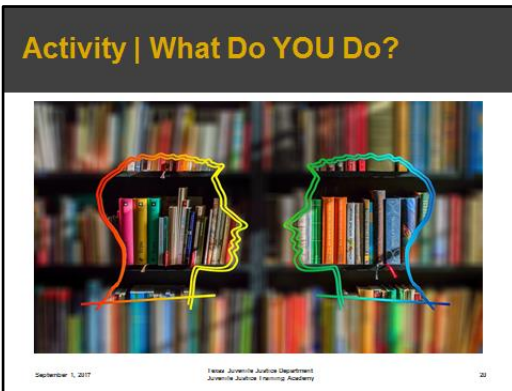
*(Elicit responses.)*

All of us have a responsibility to be respectful of other cultures and beliefs. Despite our

best efforts to respond to our personal biases, make equitable decisions, and prevent disparities; others may be unwilling to do the same. Although you cannot change another person's views, you can always role model culturally equitable behavior, ask someone respectfully to refrain from unfair treatment, and if you see something you deem egregious, follow your local policy and procedure for filing a report.

**Q: What questions do you have about the strategic ways to overcome cultural challenges?** *(Answer questions, if any.)*

Now, that we've defined culture, analyzed its impact, and learned strategies for cultivating equity; let's do one last activity.



## Slide 20: What Do YOU Do?

Instructor's Corner:

PG: 15

Trainer Notes:



### For Your Eyes Only – Activity: What Do YOU Do?

1. Divide participants into groups of 2-4.
2. Assign scenarios to each group.
3. All scenarios should be assigned no matter the size of the group, although, if necessary, you can assign yourself one or two scenarios as well.
4. In assigned groups, have participants read and discuss the scenarios.
5. Have groups write what strategies they would use for the scenario on the space provided in the participant guide.
6. Upon completion, ask groups to share their responses for each scenario in the large group.
7. After each group reads their answer, provide the additional information located in the debrief section under each corresponding scenario.
8. While some discussion is encouraged during this activity, it should not be long or drawn out.

**Activity Point:** This activity is designed to help participants consider unique cultural situations and apply what they've learned about cultural equity.



## Activity: What Do YOU Do?

**Time: 20 Minutes**

Turn in your participant guide to the activity titled *What Do YOU Do?* Read each scenario as a group, then using the strategies just discussed; decide what you would do in the situation and record your answers in your participant guide. When you are finished, we will discuss your answers as a large group.

### Debrief

*(Have various participants read each scenario and answer the question. Allow time for brief discussions about the responses, then move on to the next scenario.)*

#### Scenario 1

A Caucasian coworker, who just adopted a 6 year old African American girl, is having trouble maintaining her daughter's hair. The coworker is not sure what kind of products to use and she asks you, an African American, about recommendations. You are not sure you want to divulge the information as your hair is a very important part of your culture.

*Remember, you must:*

- *Maintain a courteous, cooperative, and helpful attitude toward coworkers*
- *Identify how your own culture influences your treatment of others*
- *Make connections with others that don't look like us*
- *Make a conscious effort to change your mindset*

- *Confirm decisions are being made based on an individual's needs*
- *Navigate differences courteously*
- *Minimize false conclusions and assumptions*
- *Strive to understand each other during daily interactions*
- *Educate each other on differences through open and honest discussion*

## **Scenario 2**

You attend training with fifteen people from across the state. Upon completion of the week-long training, you approach a woman to say goodbye. The woman holds out her hand to shake yours, but instead you say, "Oh, in my family we don't handshake, we give hugs" and you proceed to hug her. The woman tells you in her family they do not show any signs of affection.

*Remember, you must:*

- *Identify how your own culture influences your treatment of others*
- *Make a conscious effort to change your mindset*
- *Avoid any preconceived notions or assumptions*
- *Navigate differences courteously*
- *Minimize false conclusions and assumptions*
- *Be mindful of others' cultures and subcultures*
- *Educate each other on differences through open and honest discussion*

## **Scenario 3**

You are a Caucasian JSO talking to a 16-year-old Latina juvenile on the mod during leisure time. She suddenly looks at you with surprise in her eyes and says, "What did

you just call me?” You don’t know what she is talking about and ask her what she heard. The girl responds with “You just called me a wetback,” a derogatory term in the Latin community. Though you did not say it, you are uncomfortable because the girl is now upset and yelling about you being racist.

*Remember, you must:*

- *Treat all juveniles with concern, empathy, respect, and fairness*
- *When in doubt ask questions*
- *Avoid any preconceived notions or assumptions*
- *Reject any negative images as truth*
- *Navigate differences courteously*
- *Minimize false conclusions and assumptions*
- *Be mindful of others’ cultures and subcultures*
- *Listen to others respectfully*
- *Strive to understand each other during daily interactions*
- *Educate each other on differences through open and honest discussion*
- *Use appropriate language*

#### **Scenario 4**

You are having a conversation with an African American male juvenile in your office. He tells you he has been feeling depressed lately, but can’t figure out the reason why. You, also an African American, do not believe black people should go to therapy and talk about their feelings, but the juvenile tells you he really just needs someone to talk to.

*Remember, you must:*

- *Treat all juveniles with concern, empathy, respect, and fairness*

- *Identify how your own culture influences your treatment of others*
- *Make a conscious effort to change your mindset*
- *Avoid preconceived notions or assumptions*
- *Confirm decisions are being made based on individual needs*

## **Scenario 5**

You and a coworker are assigned to work in mod 5. On your way to the mod, you sense something is wrong with your coworker. When asked about it, your coworker tells you he is not comfortable working with one of the juveniles in the mod because he is a sex offender. He tells you all these “pervs” in detention for sex crimes should do everyone a favor and off themselves. You remain silent, wondering if what your coworker said could be true.

*Remember, you must:*

- *Treat all juveniles with concern, empathy, respect, and fairness*
- *Identify how your own culture influences your treatment of others*
- *Research beliefs, ideas, or behaviors causing you hesitation*
- *Make a conscious effort to change your mindset*
- *Avoid preconceived notions or assumptions*
- *Reject any negative images as truth*
- *Consider all information about a situation*
- *Be aware of your biases at all times*
- *Listen to others respectfully*
- *Strive to understand each other during daily interactions*

## Scenario 6

While working in the security unit, a Muslim American girl yells obscenities and makes comments about her rights being violated. Though you and your coworker initially ignore her, your coworker eventually becomes frustrated with the yelling. When the juvenile yells again that being in security violates her rights, your coworker asks what part of her religion told her it was okay to rob people? She also tells the girl her rights don't matter, especially since she is locked up. You watch this interchange and realize you do not disagree with your coworker.

*Remember, you must:*

- *Treat all juveniles with concern, empathy, respect, and fairness*
- *Research beliefs, ideas, or behaviors causing you hesitation*
- *Make a conscious effort to change your mindset*
- *Avoid any preconceived notions or assumptions*
- *Reject any negative images as truth*

## Scenario 7

You are assigned to search juveniles as they return from their vocational program. One of the juveniles assigned to the vocational group is a transgender male, which you are expected to search. You believe being transgender is a choice and do not agree with calling this juvenile a male. You are very uncomfortable and do not want to search him upon his return.

*Remember, you must:*

- *Treat all juveniles with concern, empathy, respect, and fairness*



- *Research beliefs, ideas, or behaviors causing you hesitation*
- *Make a conscious effort to change your mindset*
- *Avoid any preconceived notions or assumptions*
- *Reject any negative images as truth*
- *Confirm decisions are being made based on individual needs*
- *Be aware of your biases at all times*

## Scenario 8

On Sunday, you inform all juveniles in your assigned mod to line up for church service. A Hispanic juvenile tells you he does not want to go to church and would like to do an alternate activity. You tell him he should want to attend church because isn't that what all good Catholic people do?

*Remember, you must:*

- *Strictly adhere to agency policies and procedures*
- *Treat all juveniles with concern, empathy, respect, and fairness*
- *Make a conscious effort to change your mindset*
- *Avoid any preconceived notions or assumptions*
- *Confirm decisions are being made based on individual needs*
- *Be aware of your biases at all times*
- *Question regularly whether any biases are affecting your decisions*

**Q: What questions do you have about these scenarios?** *(Answer questions, if any.)*

These kinds of situations occur regularly, whether supervising juveniles in the community, detention, or treatment centers. By implementing the strategies we discussed earlier, we are better equipped to navigate these often difficult situations. Remember, your biases can be changed over time if we continually assess ourselves for biases and implement the strategies provided in the course today. During all of your interactions with others, remember to be aware of your own culture, value others' differences, keep personal biases in check, and always strive for a professional culture centered in cultural equity.



Although we may not want to admit it, we all struggle with biases. None of us are bad people because we form a stereotype, bias, or assumption about a group or individual; it's whether we allow the often incorrect information to fester and dictate our actions in a harmful way. There are those who are aware of their own biases but don't desire to change them. No one can force them to change their personal beliefs or how to act in a private setting. However, it is important we treat others fairly at all times, with dignity and respect.

**Q: What questions or comments do you have about the course today?** (*Answer questions, if any.*)

## Final Thoughts

- Culture helps define identity and shape thoughts and behaviors.
- Culture impacts us through benefits and challenges.
- Use various strategies centered on cultivating cultural equity to eliminate disparities.
- Recognize biases, change mindset, and make decisions based on needs, not culture.

September 1, 2017

Texas Juvenile Justice Department  
Juvenile Justice Training Academy

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## Slide 20: Final Thoughts

Instructor's Corner:

PG: 17



The slide appears with title only. Click for each point when prompted in the LP.

## Trainer Notes:



## FINAL THOUGHTS

*(Click for each point to appear as they are mentioned.)*

Some final thoughts about today:

- Our culture defines our identity and shapes our thoughts and behaviors.
- Culture impacts us through benefits and challenges.
- To eliminate unfair treatment and disparities; we must use various strategies centered on cultivating cultural equity.
- We must recognize our biases, change our mindset, and make decisions based on individual need and not a person's background.

Thank you for attending and participating in today's course on *Cultural Equity*.